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ABSTRACT

The summer language programs of the Twin City Institute for Talented Youth of Minneapolis and St. Paul are examined in this newsletter. New courses in Spanish, German, and French, added to the basic program in 1971, as well as the continuing Russian course are described. Primary consideration is given to the nature of each course, purpose, materials, course structure, techniques, methods, activities, teacher preparation requirements, and implications of the school programs. (RL)

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Department of Foreign Languages

FOREIGN LANGUAGE NEWSLETTER

Volume X | December 1971 | Number 3

The Twin City Institute for Talented Youth

TCITY is a joint project of the Minneapolis and St. Paul schools. It provides a stimulating innovative program for secondary school pupils of both cities. The institute also experiments with new curriculum and teaching techniques.

For a number of years TCITY has conducted Russian classes as a part of its program. In summer 1971 for the first time French, German and Spanish classes were added to the program and student enrollment far exceeded the institute's expectations. Some students who wished to enroll in the program could not be accommodated.

Beside the regular classes taught on the Macalester College campus students were offered a foreign study component. A group of German students spent three weeks in Germany and a Spanish language group visited Mexico.

Minneapolis teachers have already heard short oral reports on each of the language programs. However more extensive written reports were submitted to the Twin City Institute. I believe you will find them interesting and full of good ideas that you can use in your own classes. Therefore this newsletter contains the reports almost in their entirety.

Jermaine D. Arendt

HAPPY HOLIDAYS

FL002731

Ramedo J. Saucedo, Southwest Sr. High, Mpls. Master Teacher
Victor Barela, Plymouth Jr. High and University of Minnesota, Associate Teacher

SPANISH

Overview

In phase I (June 14 - July 7, 1971) all Spanish students were together. It became readily evident that individualization of instruction would be needed to meet the diverse needs of the students. Some of the students had no background in the study of the Spanish language and culture while others had studied as many as five years. In addition, they came from many schools, and were products of different teaching styles. The group was, however, bound together by a common interest in, and/or love of Spanish.

The intermediate and advanced students were given unusual opportunities to improve their language skills by combining them in small groups with teenagers from Colombia, Argentina, Peru and Mexico. In this situation, the participants were called upon to obtain special cultural information from the native speaker in Spanish.

The participants were provided with other real life situations which, by their nature, demanded communication in Spanish; e.g. a scavenger hunt, "snoopervised" so that no English could be used; attendance at two captivating thought-provoking full length feature films which many of the students mentioned or referred to for days afterward. The students prepared and ate a complete Mexican dinner at the home of Mr. and Mrs. Saucedo.

Purpose

The purpose of the Spanish program was to provide the participants with situations where communication in Spanish was necessary - not just something that lives in books. There are communities within the Twin City Metropolitan area where Spanish lives. Most citizens know of these, but do not know them intimately enough; nor do they have any idea how to function effectively in them. The students were given sufficient cultural background to understand and appreciate what they saw and did, and were able to communicate their interest in the Spanish language.

Materials

1. Recipes by Mrs. Saucedo, 285 E. Curtice St. St. Paul, Minnesota.
2. Slides and tapes of Mexico D.F., Guadalajara, Patzcuaro, Guanajuato and Monterrey. Mpls. Public School Audio-Visual Department.

3. Film "Como se hace una Piñata" Atlantis Production, Inc. Thousand Oaks, Calif.
4. Unit on "Gestures" written by Victor Barela, Robbinsdale Public School Dist.
5. Scrabble: Selchow & Righter Company, N.Y.
6. Song Book "Cantemos en Español" compiled by Robbinsdale School District.
7. "Refranes y Dichos" Coleccion Adelita: Distribuidora Universal, Bucareli 59, Mexico, 1, D.F., Mexico
8. "¿Quién Soy?" tape: EMC. Corp. St. Paul, Minn.
9. Units prepared by participants under the direction of Dr. Emma Birkmaier.
10. Loteria: Clemente Jacques y Cia, S.A.
    F.C. de Cintura No. 1
    Mexico, 1, D.F., Mexico

Structure of the Course

The course was structured in two major phases. Phase 1 entailed the presentation of various units and miniunits, culturally oriented and designed to give the student a great deal of practice in using language basic to everyday situations.

Phase 2a provided approximately one-third of the participants an opportunity to travel in Mexico where they had to use the language skills they had learned in Phase 1.

Phase 2b specialized in helping each individual participant with his area of greatest need in skills improvement.

Techniques, Methods, Activities:

In non-competitive activities, the beginning or intermediate student was paired with an advanced student in order to receive tutelage. In other activities, competition was inherent and advanced student dominance was avoided by grouping the students by ability and experience. This kept the motivation high. As an intermediate goal, play money "pesos" were awarded each day to the students who excelled in their particular level. The students enthusiastically accumulated this money throughout Phase 1 in anticipation of an auction which we projected as a culminating activity for this phase. The students were awarded the pesos by showing a superior developmentof the skills acquired in the activities of that given day. Prizes offered in the auction consisted primarily of items from Mexico such as hand carved castenets, authentic Mexican currency and hand-painted decorative pottery pieces, and other items which while not extremely costly, enjoy much appeal due to their relative scarcity in the United States.

During Phase 1 (June 14 - July 7) approximately forty percent of the time was devoted to full group presentations. Each participant was called upon to show his mastery of the skill taught, or comprehension of the material covered in accordance with the expectations of those in his level. For example, intermediate and advanced students would create a

skit, composing and memorizing the lines of the script. The other intermediate and advanced students would be spectators along with beginning students. After viewing the skit, the beginning student might be called upon to show comprehension of the skit and show recognition of vocabulary items and make other rudimentary identifications; while the intermediate and advanced student would be called upon to make more sophisticated comments on the skit, narrating it or perhaps clarifying it for the benefit of the beginning students. With this background, even the beginning students were able to create and present skits of their own with the help of the teachers and advanced students.

In Phase IIa (July 8 - July 30), seventeen students were given the opportunity to gain a deeper understanding of Mexico's people and way of life through the Institute's travel program (See attached itinerary.)

In Phase IIb (July 8 - July 30) there was a continuation of the major objectives of phase I with emphasis on individualized instruction and individual student performance. Whole group presentation time was reduced to fifteen percent of the alloted time in this phase.

Learning experiences in this phase consisted largely of units prepared and presented by the work-in participants of the University of Minnesota under the direction of Dr. Emma Birkmaier, Professor of Education as well as by community resource personnel.

Throughout the Institute, direct associations between concepts and the target language were formed by the use of pictures, realia, slides, filmstrips, movies, tapes, and songs. These were used in great abundance and supported a particular theme or current activity.

Teacher Preparation Requirements:

Qualifications which we consider necessary for the successful teaching of this course include:

1. High degree of fluency in the language.
2. Superior knowledgeability of Spanish speaking countries in relation to their cultural nuances and linguistic colloquialisms.
3. Much pre-organization to enable the teacher to cope with simultaneous instruction in several levels.
4. Understanding of what precisely is expected of him as outlined in a job description provided by the Institute Director.

Implications for School Programs:

At the inception of each phase there must be an activity involving every participant that will serve to establish a unifying philosophy for that phase. Each student must see

a goal or goals for each phase and be made to feel that his contribution is needed for the total success of the Institute. The 1971 pre-Institute experience at Camp Ihduhapi is the type of activity that can produce the perfect setting for establishing identity for the language group.

As a culminating activity for phase 2b, the Spanish group went on a canoe trip to Southern Minnesota for three days. The unifying effect this trip had upon those in attendance was impressive. The implications we draw from this is the desirability of some such outing or other major activity at the beginning of Phase 2b as well as one at the end. In phase 2a, travel to Mexico sustained the group unity.

We would like to stress that just as "four walls do not a prison make...", a kitchen, bathroom, closets, etc. do not a language house make. The basic ingredient for the language house concept is unity of intentions, defined goals, and the real feeling of belonging. This can best be achieved by a group activity that takes the group into surroundings different from those they experience in their everyday lives. It is an activity where the help of every individual is needed for the welfare of the entire group. It is an experience in cooperation and interdependance amongst all the members. Such a project will set the stage for success in following activities.

The many hours spent together in concentrated duration of this course served to draw together the participants and also the participants with the teachers. An extraordinary amount of well thought out feedback from the students clearly showed us their enthusiastic appreciation of the great variety of activities presented. Lengthy units generally were not as well received as were the shorter ones regardless of quality of materials and expertise of presentation.

It is far easier to measure the gains of the beginning student who moves from a no-skills status to a basic skills status during the Institute. This tends to have a demeaning effect upon the advanced student who has made substantial gains apparent only to the more sophisticated language learning observer. Thus we would recommend an increase in the number of teaching personnel so that more personal attention may be afforded the various ability and experience levels. As an alternative to this solution, participation in the Institute could be more closely confined to a particular level or perhaps two levels.

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Schmitt, Conrade, Sigamos. New York: McGraw Hill, 1969

"Viaje a México" EXPENDITURE REPORT

Round Trip Air Fare Minneapolis - San Antonio, Tex. and return: $175.04

Ferrocarriles Nacionales De México
Monterray, N.L. - Mexico, D.F. & ret. 30.45

Bus Travel: México D.F. - Patzcuaro, Michoacán
Pátzcuaro - Guadalajara, Jalisco
Guadalajara - Guanajuato, Gto.
Guanajuato - México, D.F. 15.50

Meals: Restaurante del Lago, La Fogata, El Copenhagen, El Rhin, Carnes Asadas, El Tacaré, La Posta, La Riviera, Kentucky Fried, La Plaza de los Mariachis, La Posada de la Basilica, etc. 62.00

Taxi Service: To and From
Monterrey Airport to RR station, Hotel Rió to Airport, Basilica de Guadalupe, Hipodromo de las Américas, Restaurante Fogata, del Lago, El Rhin, Tecaré, Corrida de Toros, Piramides, Ciudad Universitaria, Ilaquepaque, bus terminals to hotels in Guanajuato, Guadalajara, etc. 14.75

Hotels:
La Riviera en México, D.F. $2 x 7 nights
Posada de la Basilica en Pátzcuaro $4 x 3 nights
El Gran Hotel en Guadalajara, Jal. $4 x 6 nights
Posada San Diego en Guanajuato $4 x 3 nights
Hotel Rió en Monterrey, N.L. $5 x 1 night 67.00

Tips to Waiters and Bell Boys 6.00

Actividades:
Música Mariachi, Parque del Agua Azul, Parque Alcalde, Hospicio Cabanas, Teatro Juárez, Momias, Montar a caballo, Museo en Pátzcuaro, Museo de antropología, lancha a la Isla de Janitzio, Jai Alai, La Corrida de Toros, película, Hippódromo

Don Cameron, Highland Park High School, Master Teacher
Paul Schweppe, Olson Junior High School, Associate Teacher

GERMAN

Overview

Who did what for whom and how, is rather hard to evaluate so near to the end of the actual classroom situation. In the offering itself, we attempted to stimulate scholarship on the part of the students. In turn we were also stimulated to do our best. The students allowed us to teach using diversification (they adjusted very well). We intentionally avoided artificial stimuli (awards, merit, etc.) as the talent was so apparent that such methodology would have been insulting. We were aware of individual differences and tried to teach with prudence. The degree of supervision was practical and the exchange of ideas seemed to flow in a positive manner. The educational value of the class depended largely upon its incidental training value and by no means entirely upon success in the ostensible purpose of the organization.

Goals

1. Teach the basic skills (speaking, hearing, writing, and reading) in such a manner that the students will hopefully desire to pursue further the study of German.
2. Review Grammar for those who wanted it.
3. Emphasize new grammar for those who wanted to forge ahead.
4. Utilize outside sources, people and community who were an integral part of program.
5. Try to develop those habits and attitudes of an intelligent audience.
6. Provide students a medium for the expression of their interests and activities.
7. Develop student initiative and resourcefulness.
8. E late to the appreciation of the activities of other groups. A student trip to Europe as planned and carried out with the intent to provide trip members with significant learning experiences in public relations on an international level, and educating those participating as to idea of exchange of ideas and good will. (This pertained to the parents of the participants as well)

Materials

Individual materials which each teacher could bring from home or school such as: books, newspapers, tapes, dictionaries, posters, music, magazines, games pamphlets, maps, charts, overlays, song sheets, slides, Wappen, flashcards, letters (from Germany), movies, and postcards.

Structure

We had a "Woche Plan" (weekly plan), and a "Tages Plan"

(daily plan). This was posted on our bulletin board at all times. We tried to plan our preparations very carefully. These preparations were such that the students could fit in where they wanted to. The course content itself, was presented in a relatively unstructured and informal manner. We always encouraged individual work or study projects.

Techniques

An informal, relaxed teaching technique was adopted and was desireable due to the large range of abilities of the group. Technique and style is rather dependent upon the personalities of the teachers concerned. On any given day for example, technique and style were modified to meet the attitudes of the students at that time. In essence this means that we adapted and adjusted to the climate of the class situation.

Teacher Preparation

The teacher must be able to be very flexible in his attitudes about people, with his scheduling, and with his use of materials. A thorough knowledge of all aspects of the target language is a necessity. Travel in Germany would in our opinions, be a prerequisite for any future teachers.

Implications for School Programs

Hopefully, students are going to take new ideas and materials to their individual schools. This would be with the intent to share these ideas and materials with their respective teachers and class-mates.

Bibliography

Quinto Lingo
Newspapers (in German)
Magazines (in German)
Different kinds of texts
Supplemental texts
Dictionaries
Quelle, (mail order magazine)

Barbara Gunderson, Marshall-University High School, Master Teacher
Dianne Hopen, Humboldt High School Associate Teacher

FRENCH

Overview

The number of people in our community who speak a second language is growing. Unfortunately, it is a part of one's life which is often subdued until special circumstances cause it to be drawn out and dusted off for use. All too often this rusty old thing causes more embarrassment and apologies than pleasure or satisfaction. The French staff saw the seven weeks at the Twin City Institute as an opportunity for French-speaking youth to meet one another, share their excitement about using a second language and with French as a tool go about the experience of communicating, studying and playing together. It was important for them to realize that there are many people beyond the doors of their particular high school French classes with whom they could enjoy this skill.

In pre-institute meetings the students expressed an eagerness to have fun using the French they already knew and were about to learn. In regular foreign language classes which devote their time to a constant building of language skills there often remains little opportunity for students to take a break and simply enjoy the language they're learning. The course described here resulted directly from the suggestions and planning of the participants with the guidance and assistance of the master and associate teachers and visiting teachers.

The thirty-five students consisted in large part of those who had completed from one to three years of French. Only three had had no previous French instruction, and three had had four years or more.

The program was designed to put to use in as many ways as possible the French they already knew, and in the process to increase their ease of using the language and to build vocabulary and some structure in interesting ways. Those students who had had no previous instruction were tutored daily by a French student from Humboldt High School.

Simulations of everyday situations which the travelling student would encounter in a French-speaking country involved all students and formed the core of the course. Students of all levels studied appropriate behavior and practical phrases to "get by" in the French train station, hotels, etc. that were created in the classroom. In special independent and group projects of various kinds they researched topics of French culture and civilization and put their language skills to work in new ways. During the daily recreation period students took part in numerous activities during which French was the language used. Films, tapes,

slides, visiting teachers, games, songs, dances and excursions gave added insight into French life.

Purposes

As mentioned earlier the primary goal of the French program was to give these young people the opportunity they were looking for to use the French they already knew with other Twin City French-speaking youth. It was hoped that students would leave at the end of the seven weeks with a greater confidence and satisfaction in communicating in French; that those of all levels could express themselves in a variety of everyday situations and be better able to understand remarks encountered in these situations by being aware of standard questions and responses they might hear and anticipating them; and that they have a greater awareness of and appreciation for the appropriate behavior in these situations.

Beyond these objectives are those specific to each small project or activity group. These were decided upon by the students who participated in the specific groups. A list of several of the groups and their objectives is given below.

1. French cooking: to give the students an opportunity to prepare and sample French recipes, to learn new vocabulary for kitchen objects, directions, cooking materials and terms, to research and sample French wines and cheeses.
2. Cyrano de Bergerac: to read and discuss the original French version of the play, to compare the original to two English translations, to research the characters and the period and to see a presentation of the play at the Gutherie Theatre.
3. Le theatre francais: to prepare a French theatre for productions, to produce several short French plays and present them to the other language groups as well as to the rest of the French class.
4. Journalists: to produce a weekly newspaper for the French class reporting news from the foreign language community and coming events at the Institute.
5. Bridge: to learn how to play bridge and to use French for conversation during the game practicing the phrases and vocabulary necessary to play cards in French.
6. Fencing: to learn the basic positions, movements, use of equipment and the rules of fencing as well as its history and French terms used in the sport and to compete against each other in a fencing tournament.
7. French Impressionist and Post-impressionist painters: to gather information and prepare a slide presentation on the topic for the rest of the class preceding a tour of the French Impressionist and Post-impressionist paintings at the Minneapolis Institute of Art.
8. Seminar on French civilization and culture: to exchange information gathered on topics selected and

researched by individuals.

The reasoning behind this kind of program reflects the staff's interest in the implications of individualized instruction for foreign language learning. All aspects of individualization including student input in planning the program, grouping, "active" as opposed to "passive" learning and student responsibility for learning were considered and incorporated into the course. All activities were in response to the students' plea for learning while doing things instead of "memorizing lists and rules". They grouped themselves according to interests. They changed from their usual role as an audience to that of performer. The instructors, in turn, walked "off-stage" to enjoy the position of producer-director-prop-man, using their background in the fields of French and foreign language teaching in an exciting "behind-the-scenes" way.

The program served as a field test for simulations (content and materials) and for units prepared by French teachers in a workshop directed by Dr. Emma Birkmaier at the University of Minnesota. Units from this group included: Preparing French bread, preparing crepes, playing bridge, reading Cyrano de Bergerac, using weather expressions, reading French newspapers, and French folk dancing.

Materials

Books:

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Films:
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Production & Marketing, Co., Edition Scrabble Francaise, Connecticut.

Records:
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Tapes:
Ecoutez et Devinez, Holt, Rinehart & Winston, Inc.

Structure of the course

The day's activities were scheduled into three periods, each representing a different type of learning activity. These periods were labled "simulation", "project" and "activity" times and were separated by two fifteen minute breaks.

The simulations included the following:

1. Passport control and customs
2. At the hotel (checking in, checking out, service)
3. Money exchange
4. At the restaurant (reading the menu, ordering, tipping)
5. In the shops (kilograms, size conversions)
6. At the railway station
7. On the train
8. Introductions, making friends, invitations

9. At the post office
10. At the zoo

This period consisted of two parts: preparation for the simulation and participation in the simulation. The preparation took place in large and small group sessions. The text used was Berlitz French for Travellers. The preparation began with a large group session in which the instructors introduced vocabulary and phrases basic to the situation and comments on "savoir faire". Preparation continued in small groups where students of similar language background practiced together with the aid of the instructors who floated from group to group. For the simulation itself the instructors usually played the role of the French characters and the students became the tourists. Occasionally students took both sides in the simulation and were shop clerks, restaurant waiters, etc. Films and slides were used to review material, to reinforce learning and to give students another opportunity to test their skills.

During the "project" time students divided themselves into groups. These groups reflected the varying interests and levels in the class. Each student decided whether he wished to do something in French or English or a combination of the two. The projects designed by the students included:

1. The French Chefs
   a. Preparation
      1. souffle
      2. crepes
      3. French bread
      4. chocolate mousse
      5. petits-fours
      6. galettes au fromage
      7. French cookies
      8. tarte aux pommes
      9. soupe a l'oignon
   b. Research, class presentation and "gouter" (taste)
      1. French cheeses
      2. French wines
2. The Journalists
   a. Interviews
   b. Research
   c. Composition
   d. Typing
3. Seminar on French civilization and culture (research and discussion)
   a. The French farmer
   b. Education in France
   c. The French aristocracy today
   d. Debussy and French music
4. Joachim a des Ennuis (reading)
5. Petit Nicolas (reading)
6. Asterix et les Normands (reading)
7. Asterix chez les Bretons (reading)

8. Grammar review
9. French Impressionist and Post-impressionist painters
10. Cyrano de Bergerac (reading and discussion)
11. Listening to Ecoutez et Devinez tapes
12. French theatre
13. Pronunciation
14. Astrology

Some of these groups worked together throughout the seven weeks and others regrouped.

Students formed new groups for the "activity" sessions giving them an opportunity to associate with different students. The activities changed daily for some groups and remained constant for others. In every case students were encouraged to use French by having vocabulary available for each activity. The activities included:

1. Fencing
2. Bridge
3. Popular French music tapes
4. Swimming
5. Folk dancing
6. Folk singing
7. Candle-dipping
8. Letter-writing to French pen-pals
9. Games
   a. Boules
   b. Monopoly
   c. Mille Bornes
   d. La Conquete du Monde
   e. Charades
   f. card games
10. Slide presentations of foreign travel by students and staff
    a. Madagascar
    b. French Canada
    c. Brittany

Another segment of the program was based on the international community at the Institute. Throughout the seven weeks students were encouraged to take part in Russian folk dancing, Spanish soccer lessons, etc. The entire group participated in the coronation of a Russian Czar and folk fest and the international picnic and games as well as the final international program. The exchange of students for guest speakers and plays prepared by students, a day of exchange teaching and the French-Russian wilderness trip helped build a sense of unity among these language students.

Teacher preparation

This type of program requires teachers with fluency in the language, since speaking is stressed. It also requires staff which is flexible enough to listen to students' ideas and help plan meaningful courses around them. Since few people are expert in all fields, it is possible that students

selecting from so many possible learning situations might select an area of study with which the instructor is not very familiar. In such cases faculty is required that does not believe in limiting students to their own accomplishments, but who will encourage students to go ahead and will be willing to learn along with them. A period of residence, travel or study in a French-speaking country is of great value in terms of language contact and in terms of knowledge of the country, its peoples and their culture.

Implications for schools

With modular scheduling and a greater variety of courses being offered in our schools there are possibilities for change in the traditional foreign language classroom. With more flexible scheduling foreign language students might be able to group themselves according to interests as these students did. Their choices of French courses need no longer be limited to French 1, 2, 3, 4, but instead these choices might be drawn up on the basis of students' interests and ways in which they wish to approach language learning. French structure can be taught through folk dancing instruction and play presentations as well as through dialog sentences from a conventional text. However, this type of foreign language "elective" program would be helped by the incorporation of teacher aides and by facilities which accommodate large and small groups.

Summary

The program described here differed from the one as it was originally conceived for three reasons. The original plan included a language house, anticipated a flood of visiting teachers from Dr. Birkmaier's workshop to help with small group work and featured a culminating foreign travel experience in France or French Canada. These components promised many exciting possibilities for learning and should be seriously considered for future programs.

Student reaction to the program was very encouraging. They were especially excited about the simulations and enjoyed the confortable atmosphere of the class. Both staff and students would have appreciated more assistance in directing group work. French-speaking aides would be a tremendous asset to the program.

Perhaps opportunities for contact such as the Institute program will help to open new channels for people who would like to put their French to use. If students can be helped to see how a foreign language can go beyond the classroom in Minneapolis and St. Paul and how many Twin citizens can speak it, maybe they will help to bring about a more open display of this very enjoyable skill in our community.

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Don Ryberg, University of Minnesota,
Master Teacher
Catherine Filipovich, St. Catherine's
College, Associate Teacher

RUSSIAN

Overview

Russian is a highly developed, expressive, modern language growing out of Indo-European roots. It is used artistically, scientifically, commercially, politically, and conversationally in the daily lives of millions of people of various nationalities. Over 40% of all the world's technical literature is published in the Russian language. It is the official language of one of the world's most important nations, yet fewer than 1 per cent of all public secondary school foreign language students in the United States are studying Russian despite the fact that it is no more difficult than French, German or Spanish.

The Russian language students in the TCITY Foreign Language Program worked with two teachers, both of whom have had previous experience in the TCITY. Donald C. Ryberg, Foreign Language Coordinator of Marshall-University High School and of the College of Education of the University of Minnesota, was the Master Teacher. Catherine Filipovich, Russian Instructor at the College of St. Catherine, was Associate Teacher.

The students fell naturally into two overall groups. One group was made up of students with no previous experience in the Russian language. The second group consisted of students with previous Russian language experience ranging from previous TCITY summer Russian classes through public school classes to various Slavic family backgrounds. Approximately two-thirds of class time was spent within these natural groupings. Mr. Ryberg generally worked with the beginning group and Mrs. Filipovich with the more experienced group. The remainder of the time students participated together in large group activities or occasionally divided themselves into special interest and activity groups.

Three participants in the Foreign Language Curriculum "Work-In" at the University of Minnesota helped with both regular and special activities. David Chandler of St. Olaf and Carleton Colleges made several special presentations on Soviet life and culture. Gene Adamczyk of Gary, Indiana, spent two days each week teaching Russian folk dancing. Louis Prazma, Graduate Student at the University of Minnesota, served as a teaching assistant and supervised a number of special class activities. Miss Marya Donch, a University graduate student, volunteered her services as a teaching assistant.

In addition, three outside guests spoke with students on various themes: an exchange scholar from the USSR, a Ghanian student who graduated from Moscow State University

and a professor whose specialty is Russian Orthodoxy and History.

Purposes

1. To provide an introductory experience in the Russian language for beginning students.
2. To provide sustained practice in the language for students with school language backgrounds.
3. To provide formal study of the language for students who speak and/or hear Russian at home.
4. To study Soviet culture through literature, cultural themes and readings, special activities and reports, and through the Russian language itself.
5. To give students an understanding of how languages, including their own, are constructed and how they may be studied.
6. To help students recognize and understand the concept of cultural differences wherever they may meet them by means of the study in some depth of the Russian culture.
7. To promote interest in the study of Russian generally.

Materials, Equipment and Facilities

Materials selected for the program reflected the purposes, structure, dominant techniques and modes described. The major materials are listed. In addition, a wide variety of texts, readers, reference works and other materials were used with specific students or groups as the need arose.

1. Menac, A. et al, Russian by the Audio-Visual Method, Book I, Chilton Books, Philadelphia.
2. Aberson, Bonnie D. and Nelly Grosswasser, Read and Write Russian, Webster Division, McGraw-Hill B Book Company, New York, 1964.
3. Costinett, Sandra, Situational Reinforcement: Nucleus Course in Russian, Institute of Modern Languages, Washington, D. C., 1969.
4. Scherer, George A. C., Russian: Reading for Meaning, Harcourt, Brace, Jovanovich, Inc., New York, 1967.
5. Rubin, Rose N. and Michael Stilman, A Russian Song Book, Random House, New Yor, 1962. (paper).

Russian by the Audio-Visual Method was chosen for the course because its method and content seemed best suited for intensive use. Its units consist of conversations and structure practice using filmstrips, tapes, a dialog-picture book, and reading and writing workbooks. The units are short and can be completed in one day when used with talented students in an intensive program. The dialog-picture books and tapes make it possible to individualize instruction when desirable and necessary. The vocabulary is productive and much larger than is usually found in beginning materials at the secondary level. The combination of audio-visual-written stimuli is of great help to students who must cover a great deal of material in a short period of time.

The conversations themselves are authentic, natural, and relevant. The content is of general interest and can be readily adapted to students' own situations. The grammar sections and the workbook provide practical variations on vocabulary and structure without being tedious and repetitious. The workbook requires very little explanation and can be completed outside of class by most students.

Read and Write Russian is a student workbook which can be used with almost any textbook. A well-balanced, elementary vocabulary is combined with the most basic structures of the language. The format is simple and clear. Since students were able to use the workbook with little help from the teacher, it proved very useful for independent study (both individual and small group) while the teacher worked with conversation groups.

Situational Reinforcement: Nucleus Course in Russian combines a paperback text, workbook, tapebook and cassette tapes. It was selected because it is a self-contained and semi-programmed first course in Russian. It, too, was usable for independent study. However, the basic text material requires teacher presentation. Therefore, students were not able to use it as extensively as was hoped. Nevertheless, it has many excellent features for use in an intensive language program.

Russian: Reading for Meaning is a second-year reader using controlled vocabulary and structural patterns. Its selections include literature and the arts, science and technology, student life, travel, geography and economics. It is particularly useful with students who want to learn to read extensively and who have a solid foundation in language structure.

A Russian Songbook contains the largest and most comprehensive selection of old Russian and Soviet music available in a popular edition. Traditional folk songs and popular Soviet songs provide keys to understanding the people and are enjoyed by all.

Students in the more advanced section of the class used a great variety of materials belonging to the instructors and to their language departments. Several of the students used various grammar textbooks and workbooks. Others concentrated mainly on a wide variety of readers. In addition, many worksheets of various kinds were provided.

The Audio-Visual Service provided equipment on a daily basis: two standard reel-to-reel tape recorders, six cassette recorders, one filmstrip-slide projector, one screen and one phonograph. Other equipment such as an opaque projector and a film projector were available on request.

The space provided for the Russian class included a

large recreation room, a television lounge and a small study room. There was sufficient space for all kinds of activities ranging from small conversation groups to large group activities such as folk dancing. However, the class generally practiced their folk dancing in the main lounge of the Student Union which was larger and better ventilated.

Structure of Course

Although there was considerable variation from day to day, in the beginning section learning activities suitable to varying groupings were provided daily. Basic dialogs and language structure units were generally presented to the group as a whole. After such presentations were made, students formed small groups which studied either independently or with teachers and aides practicing the materials presented, working with the programmed course, workbooks, on conversation topics or playing such games as Russian "Authors", "Scrabble", or Chess. Typically two large group presentations were made daily, sometimes three. The first normally was a dialog. The second varied from day to day. Sometimes language structure was presented, other times vocabulary items useful for conversational topics or special projects and activities.

The students who already had some Russian study in their backgrounds worked in a combination of small groups and on independent projects. Their large group activities focused on language structure points and on cultural themes. Regular conversation practice in small groups was provided for all.

Twice each week an hour was set aside for Russian folk dancing. This activity was a particular favorite of all Russian students and in fact of many other TCITY students who regularly joined the dancing. The leader was a volunteer from the University's "Work-In" program.

The final half hour or hour each day was usually spent studying or discussing various aspects of Soviet culture. Both sections of the class met together. Therefore most of the discussions were carried on in English. Several guest speakers helped acquaint the students with facets of Soviet life and culture. In addition, participants in the University's "Work-In" and the regular teachers led discussions on topics with which they were particularly familiar. Russian folk songs and popular music were also sung during this culture session. This was also the time reserved for student reports which covered a wide range of subjects.

Dominant Techniques and Modes

A combination of several "teaching methods" and structures for individualizing learning were used. The approach might therefore best be described as eclectric or pluralistic.

The Direct Method usually implies the use of the foreign language exclusively, using pictures, realia, and action to convey meaning. The use of filmstrips, the study of dialogs

through pictures, and submerging the student in the foreign context are techniques used with this method. In practice, a modified version of this method was used for the sake of efficiency. Students were generally given translations for the material they were learning first in order to save time and imprecision later.

The Audio-Lingual Method, which is characterized by inductive learning of structure through pattern drills and the presentation of skills in the "natural" order, was used to some degree. Patterns were extracted from the materials and informally drilled in various combinations in order that students might generalize from them and become accustomed to the sound of correct Russian.

However, Russian structure was mainly presented according to a Cognitive Code-Learning approach. This is characterized by the use of exercises designed to teach grammatical understanding of the forms introduced, and by deductive generalizations prior to practice. This approach and the Audio-Lingual inductive approach complemented each other.

Several implementing structures were used for individualizing the learning to as great a degree as possible. First of all, Student Input was sought and utilized regularly in determining both general and specific learning objectives. Student input was a major factor in deciding what modes of learning and what kinds of activities were to be used by the various groups and individuals in the class. The general format for the program was determined after the pre-institute retreat for students at Camp Ihduhapi in May. During the Institute itself, students were regularly asked both informally and in class about their likes and dislikes, their objectives, and the modes of learning used. Adaptations and changes in individuals' programs and in group activities were made in accord with student responses to as great a degree as possible.

Grouping was another individualizing structure used. Students were grouped according to several principles for differing kinds of learning activities, according to experience with the language, language and cultural interests and modes of learning.

Another individualizing structure was the use of Student Determined Modes of Learning. Some students preferred an analytic approach, some preferred an oral approach, others preferred to listen to tapes or to do worksheets and projects on their own. Students largely "did their own thing" with the content of the course, i.e. they studied the particular aspects and skills presented as they felt was most appropriate to their own needs and learning styles.

Multiple Materials was an especially useful alternative structure for students who already had some kind of Russian

background. Independent Study was utilized by nearly all students, especially in preparing for their reports on Soviet life and culture. Programmed Learning as a means of individualizing, particularly Self-Pacing, has already been described. The use of Learning Packages prepared either commercially or by teachers was also successfully used. However, few such packages are available commercially and teachers do not have sufficient time to prepare them in quantity.

Teacher Preparation Requirements

Teaching an intensive foreign language course requires considerably more facility in the language than does normal classroom teaching. The range of subject matter covered in a typical day can include many unanticipated questions. A period of residence, travel, or study in the foreign country is of great value, not only in terms of direct language contact, but in terms of knowledge of the country and its peoples. A language cannot be separated from its culture and the teachers must be able to present the culture positively and sympathetically.

In order to make the most efficient possible use of the time available, the teachers must be well versed in language learning research and the resultant learning principles. They must be acquainted with available materials. They also should understand how to operate and use the various technological media available to language instruction. Experience in, or knowledge of, intensive language learning programs such as those conducted by the Army Language Schools is an invaluable asset.

Above all, teachers must be flexible. They must understand the limitations of such a program in terms of retention of learning. They must understand that the majority of students will not be continuing their study of Russian when they return to their regular school rooms in the fall. Therefore, the cultural sensitivity and understandings students gain, which may motivate them to study Russian later when they attend college, are probably of much greater consequence than the actual language skills. For this purpose, teachers should be able to provide a wide variety of cultural activities which use the language as much as is possible. On the other hand, they should avoid being overly analytical or insistent upon forming correct linguistic habits at this level of instruction, since that kind of learning might better take place when the sequence of learning is uninterrupted.

Implications for Schools

Since Russian is not a commonly taught language in the Twin City area, any successful program can influence its future growth potential. Students have been urged to express their interest in establishing Russian programs in their own schools. They have been urged to contact their school administrators, counselors, teachers, their parents and friends. Contrary to popular opinion, there are qualified Russian

teachers within both the St. Paul and Minneapolis school systems. In addition, there are new graduates each year who are certified to teach Russian.

Many of the techniques and structures used with this class can be adapted to relatively traditional language learning situations. Of particular value are the various individualizing structures: student input, interest grouping, multiple materials, independent study, self-pacing, programmed materials and use of learning packages. Also of considerable value is team teaching, the use of more visual materials, teaching assistants and aides.

Many projects and activities which the students engaged in are also suitable. They are adaptable in various forms to almost any school situation. Some examples are: cultural background studies and reports in English, regular articles, cartoons and puzzles for a class or department newsletter, field trips, tutoring of students who fall behind or who are in lower level classes, planning and writing skits and performing in role-playing activities, playing games such as word and number building contests, programming tapes using appropriate background music and sounds, learning popular and folk songs. Some of these and other activities are perhaps more appropriate to extra-curricular clubs: folk dancing, preparation of ethnic foods, playing games, attending movies and exhibits, etc.

The limitations placed upon foreign language teachers in "normal" school classrooms are often self-imposed. Of course, time is the greatest limiting factor. However, a large variety of activity-oriented projects and individualizing structures require nothing more than a flexible teacher.

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